

## LESSON 7: Trading Places

### OBJECTIVES:

- To increase student knowledge and appreciation for the importance and complexity of trade in the Passamaquoddy culture prior to European contact.
- To understand the role of trade in acquiring resources and maintaining positive relationships with other groups.
- To introduce students to the transfer of material and technology due to trade and the establishment of trade routes.

### ALIGNMENT WITH THE MAINE STATE LEARNING RESULTS:

#### ECONOMICS:

##### Comparative Systems

1. Compare how different economies meet basic wants and needs over time.

#### GEOGRAPHY:

##### Skills and Tools

1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political divisions.
2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the Earth.

### OVERVIEW:

Students will act as individual trading groups from one of the four Wabanaki tribes in Maine. These groups will be given a collection of resources to trade for desired objects at a large trade gathering. Students will map their travels, establish trade routes and plot the area in which their newly acquired goods originated. The parallels between this activity and historic Passamaquoddy trade will be made through class discussions.



### TIME REQUIRED:

1 hour - Trading Section  
25 minutes - Mapping Section

### MATERIALS:

- *Trade Photos* (10 sets)
- *Trading Needs* reproducible worksheet
- *Exchange Rates* laminated worksheets (10)
- *Trading Map* and *Mapping Your Travels* reproducible worksheets
- *Wabanaki Homelands* laminated map

### VOCABULARY

#### Resource

An available supply that can be drawn on when needed.

#### Trading Center

In this activity this term refers to the location of a large gathering of individuals for the purpose of trade.

#### Trade

An exchange of one thing for another.

- *Wabanaki Homelands* reproducible worksheet
- Pencil and ruler, one per student
- Optional:
  - Resource Bag* materials (used during Connections to the Land: Resources and Practices)
  - Trading Outcomes* reproducible worksheet (Extension)
  - European Trade Cards* (Extension)

## PREPARATION:

1. *Trade Photos*: Organize the sets of *Trade Photos* and the laminated *Exchange Rates* worksheets for easy distribution to the individual trading groups.
2. *Trading Needs* reproducible worksheet: Make enough copies of the *Trading Needs* worksheet for each group to have one.
3. *Trading Maps* and *Mapping Your Travels* reproducible worksheets: Make enough copies of the worksheets for each student to have one.
4. *Wabanaki Homelands* reproducible map: Make enough copies of the worksheet for each student to have one.
5. Establish an area for each group to use as a station when not trading and an area for all groups to use during trading.

## INTRODUCTION:

Trade, the exchange of one material for another, played an important role in cultures throughout the world both in the past and today. Past Passamaquoddy communities were no exception. Trade provided a means to acquire goods or materials that were either in high demand or not abundant in a given region. This exchange could take place on a small scale between individuals or family groups or on a much larger scale in which Native Americans traveled great distances to attend large gatherings in the hope of acquiring abundant and diverse resources. Although this “need” often fostered positive relationships between differing tribes or groups, competition for a resource or trading partnership could become contentious. This activity will give students the opportunity to understand and experience the complexities of trade.

## PROCEDURE:

1. Explain to students that they will serve as members of one of Maine’s four tribes (Maliseet, Micmac, Passamaquoddy, Penobscot) visiting a large trading center near Penobscot Bay almost 1,000 years ago. Forums such as these were held along trade routes to promote the transfer of material, technology, and information.
2. Divide the students into either **5 groups or 10 groups**. Each team of students represents a Wabanaki trade group with varying skills and different goods to trade.

*Optional: Review some of the materials from the Resources Bag with the class.*

**This activity will give students the opportunity to experience the complexities of trade.**

3. Give each trading group one copy of the *Trading Needs* worksheet. This worksheet identifies the types and amount of materials each group needs to acquire through trade.
4. Pass out one set of *Trade Photos* to each group. There should be 10 copies of each trade photo. These photos represent items available to each team for trade. Some groups will have more than one type of item to trade. The type and amount of material depends on the relative value of the items. The amount of the resource represented by each photo and the area it originated from can be found on the front of the trade photos (e.g. dried fish = 2 day supply, Resource Area: B).

Trading Group 1	- DRIED MEAT - FISH
Trading Group 2	- CHERT CORE
Trading Group 3	- MOCUCK
Trading Group 4	- FISHING NET
Trading Group 5	- SEA MINK - HARE PELTS
Trading Group 6	- ASH BASKET
Trading Group 7	- NATIVE COPPER
Trading Group 8	- MOOSE PELT
Trading Group 9	- BONE HARPOON
Trading Group 10	- TOBACCO - CORN AND SQUASH

5. Each Trading Group's Tribe and Home Territory are listed on the back of each set of *Trade Photos*. Have a member of the trading group add this information to the appropriate spot at the top of the *Trading Needs* worksheet.
6. Pass out one set of the laminated *Exchange Rates* worksheets to each trading group.
7. Direct individual trading groups to review the *Trading Needs* worksheet and plan a strategy (including prioritizing items to acquire). When prioritizing the items, students should consider the resources available to them in their home region and their ability/skill in crafting the objects.

## The Art of the Trade

- A. Trading should take place in rounds. Trading should be stopped after each team has conducted a trade with another team. This will allow students to return to their station and record the item earned through trade on the *Trading Needs* worksheet. Students should also record the area that the item was originally found next to the trade item. This information is found on the front of the trade photo under Resource Area.

A trading group may elect to trade all of their resources, none of their resources, or some of their resources during each round of trade. Trading can take place between any groups. Teams are allowed to re-trade items acquired from previous trades and, in fact, this may be necessary. The length of trading or number of trading rounds will be left up to the teacher as he/she assesses the success of the trading teams. Inform students that some of these needs will be easy to meet, while others may be a challenge.

- B. To complete a trade, one group exchanges a *Trade Photo* of the object they wish to trade with a *Trade Photo* from a different group. The number of photos (i.e., 2) combined with the amount of the material denoted on each photo (i.e., dried fish = 2 day supply), determines the total amount of each object traded (i.e., 4 days supply). Exchange rates are found on the *Exchange Rates* worksheet.

For this activity, exchange rates are set. In reality, the degree of need for a resource influenced exchange rates. What was offered in return, the abundance or difficulty in acquiring a resource, relationships between trading members, and negotiating skills all affected the rates of exchange.

*Optional: These exchange rates may be used as presented, as suggested rates or students may set their own exchange rates.*

- C. Once an agreement is made and the photos (trade objects) are exchanged, the trade is final. Any trade disputes will be settled by the trading facilitator (a.k.a. the Teacher).
- D. At the end of each trading round, students should record on the *Trading Needs* worksheet the amount of a resource received through trade. Students should use this information to determine when they have met any of their trading needs.
- E. At the end of the trading session, students should review the *Trading Needs* worksheet and determine which needs were met and which needs went unmet.

*Optional: To measure levels of success amongst trading groups, award one point for every need met. Groups with higher point tallies had more successful trading ventures. Discuss why some groups found greater success than others.*

- F. If students did not record the Resource Area in which their trade resources originated on the *Trading Needs* worksheet, have them do this now. This information is needed to complete the Mapping Section.

**Discussion Point:**

It may be of interest to have students identify which resources they believe to be the most valuable and why. Discuss the details of the groups' strategies, trade negotiations and challenges encountered. Review the importance of positive relationships amongst tribes and the role of trade in conflicts and disputes.

## Mapping

- A. Pass out *Trading Map* and *Mapping Your Travels* worksheets to each member of the trading groups.
- B. Lead students through the *Mapping Your Travels* worksheet.
- a) Address the following discussion points throughout Steps 1-7.

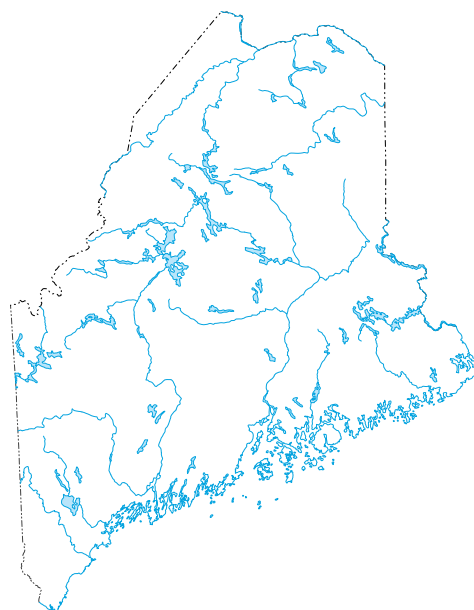
**Discussion Point:**

Discuss possible hazards, obstacles and land features (i.e., rivers, mountains, etc.) that might help or hinder travel along the trade routes. Review details of the routes and modes of travel (i.e., foot or canoe). Horses were not available until after contact with the Europeans. How would the introduction of horses affect trade?

- b) After completing Step 8 on the worksheet, stop for discussion.

**Discussion Point:**

How would the tribes have gotten this material if not through trade? Discuss the transfer of trade material over long distances and the potential for this material to continue to be transferred to other areas. Ask students to think about other possible benefits of trade. This provides an opportunity to review the role of trade in the transfer of technology, ideas, and information and developing intertribal relationships.



C. Have students compare their *Trading Maps* with the *Wabanaki Homelands* map.

**Discussion Point:**

Discuss the role trade may have played in establishing Native American territories throughout the state. Look at different regions and determine what resources and other trade items would be more abundant in some regions than others. Why are tribal lands limited to such small areas today when compared to the historical territories? Specific answers to this question may be found in future activities.

**WRAP UP:**

As this activity illustrates, trading was a successful method of acquiring different materials, exchanging technological advancements, fostering positive relationships and sharing information. Even as new materials and trading partners became available and aspects of trade began to change, it remained an important part of Passamaquoddy culture.

Today, the Passamaquoddy have an economy that parallels that of other Maine communities, including small businesses, corporations, health care providers, stores, tourist-based industries, resource based-industries, etc.

**ASSESSMENT:**

- a) Reflect upon the details of the trade activity and talk about the important role trade played in past Passamaquoddy culture. Give three specific examples of the impacts of trade.
- b) Do you think that trade played a similar role in other cultures around the world? How would the roles have been different? List two similarities and two differences.

**TIMELINE CONNECTIONS:** Add the following important dates and events to the timeline of Passamaquoddy history:

- 1,000 years ago      Estimated Date of Large Trade Gathering at the Goddard Site (Blue Hill Bay) in Maine
- 1629      English Establish Trading Post at Penobscot Bay
- 1660      Mohawk Raiding Party Attacks Wabanaki Villages as Both Tribes Attempt to Control Trade with English, French and Dutch Trade Partners
- 1988      The Northeast Blueberry Company, Owned by the Passamaquoddy Tribe, Is the Largest Independent Producer of Blueberries in Maine
- 2004      Initiative Permitting Gaming Casinos on Passamaquoddy Land Voted Down in State Election

## EXTENSIONS AND OTHER ACTIVITIES:

### European Impact on Trade

At the close of trading or at the end of a trading round, the teacher can act as a European trader with a wealth of desirable goods (i.e., metals, fabrics, finished goods, etc.). A set of European Trade Cards are included.

- 1) Hold a round of trading including European goods.
- 2) Hold a second round of trading and solicit offers from trade groups interested in these goods. Make trades only with those groups willing and able to trade furs.

*Optional: Hold an additional round of trade. Although the European trader has much to trade, continue to decline any trade because of an interest only in furs, specifically beaver pelts. Since no other trade group has beaver pelts, no trades are made.*

### Discussion Point

Discuss the impact that the increased frequency and interest of the Europeans in beaver pelts, combined with the Native Americans' interest in European material, would have on trade, competition with other tribes, and the type of materials students would bring to the next trading forum. What role would this have on the habits and lifestyle of the Passamaquoddy? How would this affect competition between tribes regarding trade with Europeans?

**Trading Outcomes**

After completing a trade, trading groups may record the results of their transactions (i.e., resources traded, resources received) on the *Trading Outcomes Extension* worksheet. At the end of each round, trade groups should note the total collection of goods in their possession. This provides an opportunity for students to review how trading changed throughout the day, the exchange rates (if the provided exchange rates were modified), and other details of trade activities.

**Preparation and Procedure:**

*Trading Outcomes Extension* reproducible worksheet: Make enough copies of the *Trading Outcomes Extension* worksheet for each group to have one. Provide each group with one *Trading Outcomes Extension* worksheet. After each trade, students will record the details of their trading transactions.